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ABSTRACT

The inquiry pool represented by prospective college applicants who seek information from the institution and a marketing response that has been implemented at Boston College are considered. It is suggested that researchers may trace specific individuals from the inquiry stage through application to the final college choice. To benefit from an assessment of market potential in the inquiry pool, (1) the admissions office must have an information system that allows inquiries to be tracked from first contact to application; (2) the college must have a strong and consistent commitment to marketing and marketing research; and (3) a program must be established that integrates research procedures within a differentiated marketing strategy. Three marketing strategies from which the admissions office may choose to communicate with prospective applicants are considered: uniform, differentiated, and outreach. A full research program should address the following points: define the qualified inquiry; estimate the number of qualified inquiries among nonapplicants; calculate the degree of similarity between qualified nonapplicants and applicants; measure differences in the image of the college held by student subgroups; analyze why some qualified inquirers apply and others do not; identify major competitors for qualified prospective applicants; estimate the likelihood that qualified nonapplicants would matriculate if encouraged to apply; and evaluate the effectiveness of policy changes. The Automatic Interaction Detector (Sonquist, 1974) was employed to segment the pool of qualified Boston College inquiries according to prospective applicants' probability of applying. Two preliminary segmentation analyses were performed on the inquiry sample. (SW)

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Assessing Market Potential in the Inquiry Pool

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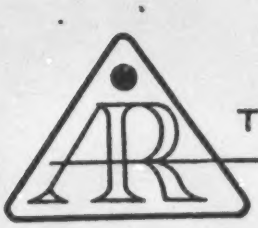

THE ASSOCIATION FOR INSTITUTIONAL RESEARCH

This paper was presented at the Twenty-Second Annual Forum of the Association for Institutional Research held at the Denver Hilton Hotel in Denver, Colorado, May 16-19, 1982. This paper was reviewed by the AIR Forum Publications Committee and was judged to be of high quality and of interest to others concerned with the research of higher education. It has therefore been selected to be included in the ERIC Collection of Forum papers.

D. R. Coleman, Chairman
Forum Publication
Advisory Committee

Abstract

To allocate limited budget dollars among competing, viable marketing strategies, research should be done to estimate each alternative's relative cost effectiveness. An effort that focuses on improving the application rate of inquiries may be a reasonable starting point for many institutions because benefits can often be derived quickly with minimal additional costs. An eight part research program that assesses the market potential in the inquiry pool at one institution is illustrated. Results are employed to choose among three marketing strategies--uniform, differentiated, or outreach.

Assessing Market Potential in the Inquiry Pool

INTRODUCTION

The initial contact made by a student seeking information marks a significant step in selecting a college. For the individual, the action represents a conscious decision to give more serious consideration to that college. For the college, the inquiries together define a natural pool of prospective applicants. For the researcher, the inquiry procedure provides the opportunity to trace specific individuals from inquiry through application to final college choice.

In the yearly freshman admissions cycle, approximately 50,000 prospective students contact Boston College for information. Of these, roughly 25% complete an application for admission. With over 35,000 prospective applicants expressing some interest yet deciding not to apply , the practical question comes to mind: What is the market potential in this large pool for attracting and enrolling more, qualified students?

Boston College, like other institutions of higher education, must allocate limited budget dollars among numerous marketing strategies. A role for research is to estimate the relative cost effectiveness of each class of alternatives. Efforts that focus on improving the application rate among inquiries deserve special attention because of their potential for success with only marginal cost increases (the costs of encouraging these prospective students to inquire need not be incurred). And yet some schools

may be overlooking this opportunity to enrich their applicant pools.[1]

To benefit from an assessment of market potential in the inquiry pool, three conditions must be met. First, the office of admissions must have an information system that allows the tracking of inquiries from first contact to application. Second, the college must have a strong and consistent commitment to marketing and marketing research. And third, a program must be established that integrates research procedures within a differentiated marketing strategy. In this paper, we propose to illustrate a research effort that assesses market potential by segmenting and analyzing the inquiry pool at one institution and further to suggest how the findings may influence admissions policy.

CHOOSING A MARKETING STRATEGY

Three marketing strategies from which offices of admissions may choose to communicate with prospective applicants are[2]:

1. Uniform--All prospective applicants are treated in the same manner. All receive the same letter of reply to requests for information, the same introductory brochure, the same course catalog, the same campus tour, the same acceptance letter, and so forth.
2. Differentiated--Depending on the characteristics of the prospective applicant or on the expressed needs and preferences of the inquirer, segments are identified for special treatment. A college seeks to match what it has to offer to the needs and preferences of stu-

dents by providing various mixes of information across segments.

3. Outreach--The college seeks to attract prospective students who would not, without being contacted by the college, have inquired for information. The strategy is to increase latent demand, that is, to extend communications to those who might be interested but who are presently unaware of what the college has to offer.

A college should not assume that one or another of these strategies is appropriate for their institution without first doing the research to choose from among them. Based on an assessment of market potential in the inquiry pool, a college may expect to find one of the following:

1. Qualified nonapplicants do not exist in sufficient numbers to warrant directed efforts to attract them to apply. Such a college might be well advised to pursue an outreach strategy.
2. A substantial number of qualified nonapplicants exist, but the lack of diversity among inquiries makes a differentiated approach wasteful. This college should probably pursue a uniform strategy to encourage inquiries to apply.
3. A substantial number of qualified nonapplicants exist, and the diversity among inquiries warrants a differentiated marketing strategy. Such a college can more efficiently attract desired students by using pro-

grams and presentations specially designed for key segments.

A RESEARCH PROGRAM

In a recent paper (1982), we recommend an efficient approach for segmenting a college's applicant market. In the implications section, we argue that the segmentation analysis technique (AID) employed has great utility as an exploritory tool, but that it should yield its greatest benefits as the first step in developing an informed marketing plan for admissions. A full research program should address the following eight points:

1. define the "qualified inquiry,"
2. estimate the number of qualified inquiries among nonapplicants,
3. calculate the degree of similarity between qualified nonapplicants and applicants,
4. measure differences in the images of the college held by subgroups in the student flow chronology (see pp. 1-2; Lay and Bradley, 1981)
5. analyze why some qualified inquiries apply and others do not,
6. identify major competitors for qualified prospective applicants,
7. estimate the likelihood that qualified nonapplicants would matriculate if encouraged to apply,
8. evaluate the effectiveness of policy changes.

DATA SOURCES

Data are from responses to a questionnaire[3] administered in three mailings in June and July 1981 to two subsamples of prospective applicants to the freshman class to enter that fall. Two thousand nonapplicants were selected at random from around 35,000 inquiries who telephoned, wrote, or sent SAT scores to Boston College, but who did not submit an application. The response rate for this subgroup was approximately 30%. Two thousand applicants accepted for admissions were selected at random from a total of four thousand accepted. The response rate for accepted applicants was just over 75%.

The nonapplicant returns show a slight overrepresentation of females and a minor pattern of underrepresentation of inquiries related to distance from Boston. Neither bias was judged to be severe enough to require correction. The accepted applicant returns show remarkably little bias except that matriculants are significantly overrepresented (compared to nonmatriculants). This bias is corrected by using a weighting factor. All responses in the analyses to follow have also been weighted to reflect their correct representation in the overall inquiry pool.

METHODS

The Automatic Interaction Detector (Sonquist, 1974) is employed to segment the pool of qualified Boston College inquiries according to prospective applicants' probability of applying. To make research findings more policy relevant, all segmentation mo-

dels will use seven variables see (Table 1) that may also be found on the Bulletin Reply Card presently being sent to all inquiries (see Figure 1).

Insert Table 1 about here.

Insert Figure 1 about here.

An index of dissimilarity (Duncan and Duncan, 1955) is used to measure differences and similarities between qualified nonapplicants and applicants. The image and decision processes of college choice are modeled using factor analysis and discriminant analysis (see Maguire and Lay, 1981). Major competitors for qualified nonapplicants are identified by a straightforward application overlap approach (see Lay and Maguire, 1980). Estimated transition probabilities are computed from relative frequencies weighted to be representative of all qualified inquiries (see Data Sources above).

ANALYSIS

Definition of the Qualified Inquiry

Two preliminary segmentation analyses (AID) were performed on the full inquiry sample.[4] The first segments the inquiry pool according to probability of applying and being accepted. The second segments the accepted applicant pool according to probability of matriculating at Boston College.

The first model demonstrates that significant self selection takes place in the decision to apply or not. The first segmenta-

tion criterion chosen is the prospective applicant's performance in high school. A significant, disproportionate number whose high school rank is below the top 10% of their class choose not apply. It is no coincidence that Boston College publishes in the introductory brochure sent to all inquiries that 56% of enrolled freshmen in 1980 were graduated in the top 10% of their class.

Boston College does place primary emphasis on high school performance in the admissions rating process (see Lay and Maguire, 1981). To control for this mixture of self-selection among nonapplicants and Boston College's selection among applicants, we will qualify all inquiries by studying only those who were graduated in the top 10% of their high school class.

In the second segmentation analysis of accepted applicants, performance on the SAT is the first segmentation criterion identified. Based on unpublished research, we have found that SATs and high school performance exhibit a significant interactive effect on college performance (measured by grade point average at the end of the freshman year). Therefore, to enrich Boston College's applicant pool with prospective students that are likely to excell, we will further qualify inquiries by their SAT performance. But since SATs are a secondary evaluation criterion in the admissions rating process, we will select a criterion value somewhat below the median for the Freshman Class of 1980. A combined SAT score (verbal + math) greater than or equal to 1000 was chosen since about 60% of 1980 Freshman scored at or above this level.

DEFINITION OF QUALIFIED INQUIRY: Segment of prospective students who were graduated in the top 10% of their high school class and who scored 1,000 or higher on their combined SATs (verbal + math).

2. Estimated Number of Qualified Inquiries

Using the above definition of qualified inquiries and the computed proportion of such inquiries in the sample, we estimate that there are 15,214 qualified inquiries. This breaks down to 12,600 nonapplicants, 1,564 nonmatriculants (accepted but did not enroll), and 1,050 matriculants. The estimate of over 12,000 nonapplicants indicates that there may be considerable market potential in the Boston College inquiry pool.

3. Differences and Similarities among Qualified Inquiries

It may be however that nonapplicants are so different from applicants, that it is impractical to seek to improve the application rate of qualified inquiries. In Table 2, a statistic is computed comparing the similarity of the distributions of nonapplicants and applicants along a number of variables. Following Litten and Brodigan's suggestion (1982), variables that measure the effects of information sources are grouped separately from variables that may be factors in college choice (proxies for the preferences, needs, and perceptions of the prospective student). We have also grouped together "characteristics" of inquiries that measure background and experience, as well as more general needs and preferences.

Insert Table 2 about here.

The index of dissimilarity (D) has an easy and appropriate interpretation for measuring potential. It is the percentage of nonapplicants who would have to be placed in different categories of the analysis variable in order to make the nonapplicant distribution like the applicant distribution. Thus, the smaller the value of D, the less the dissimilarity between nonapplicants and applicants. For example, in Table 2 a D of 7 on Type of High School means that the distributions of nonapplicants and applicants are not very dissimilar. To remove the double negative, one may interprete 1-D, making the statistic an index of similarity. Following our example, we may say that 93% of nonapplicants are graduated from the same kinds of high schools as applicants.

In general, qualified nonapplicants are not very different from qualified applicants. Among "characteristics" variables, the greatest dissimilarities are across Geography and Religion. Nonapplicants tend to be farther from Boston, the biggest difference being that only 16% of nonapplicants reside in Massachusetts as compared to 40% of applicants. This pattern is likely to exist at all schools, so is not unexpected. Fortunately--given Boston College's traditional strength in the Northeast-the greatest dissimilarity outside of Massachusetts is in three Northe-

astern states (New York, New Jersey, and Pennsylvania), rather than outside the Northeast. A reasonable opportunity for improvement may exist.

The slight dissimilarity between distributions across the Religion variable can be traced to the lesser likelihood (64% vs 83%) of nonapplicants to be Catholic. Since 17% of qualified applicants are non-Catholic, special efforts to demonstrate to non-Catholic inquiries that there is a place for them are likely to improve Boston College's attractiveness.

Among the "information source" variables, there is a wider range of dissimilarities (7-48%). Most of the dissimilarity is due to differential use of these sources of information rather than their evaluation. The more serious inquiries are likely to visit the campus (D=48%) and those closer to Boston are more likely to telephone (D=42%). At the other extreme, 93% (D=7%) of nonapplicants are similar to applicants in the use and ratings of Admissions brochures. Virtually everyone receives the same brochure as a result of their inquiry and their ratings of it differ only slightly. For the academic marketer who wishes to improve communications with qualified inquiries, attention should be focused on increasing use of those information sources that display the greatest dissimilarities. Again, it is fortunate that Boston College can exert considerable control over the communications mix.

Among the "factors in college choice," the range of dissimilarities is narrower (11-32), indicating that nonapplicants and

applicants do not diverge greatly in their perceptions and evaluations of Boston College. A number of useful observations could be listed here, but space does not allow a complete discussion of each factor. As an illustration, note that nonapplicants and applicants differ little (D=11%) in their evaluation of Tuition, Room, Board, and Other Expenses. Thus, Boston College's high cost (high relative to publics, moderate relative to other privates) does not seem to be a factor in discouraging qualified inquiries from applying. Rather, the greatest dissimilarities are on factors such as Athletics, Attractive Campus, and Housing Opportunities. Interestingly, a segmentation model employing factors of choice showed that males are more likely differ on Athletics and females on Attractive Campus suggesting a differentiated strategy may be helpful in addressing these dissimilarities. And because of a housing policy that requires many in the Boston area who want to live on campus to commute, nonapplicants actually rate Boston College's Housing Opportunities higher than do applicants (who are disproportionately from the Boston area). Again, significant potential exists for improving the messages given to qualified inquiries so as to improve the application rate.

4. Differences in Image among Student Flow Subgroups

Because of space limitations, we will give only a cursory discussion of these analyses. The three subgroups are: nonapplicants, nonmatriculants (accepts who did not enroll), and matriculants. Maximum likelihood factor analyses of "factors in

college choice" (see Table 2) done separately for each subgroup were compared. The important differences are:

1. Nonapplicants place primacy on reputation, while both nonmatriculants and matriculants emphasize teaching.
2. Nonapplicants associate religion at Boston College with the degree of diversity in the student body. The other subgroups do not.
3. Both nonmatriculants and matriculants perceive that the variety of courses and specific academic programs constitute a separate dimension of Boston College's image. Nonmatriculants do not; they tend to associate these factors along the reputation dimension.

It is apparent that there is an opportunity to address these signs of image variance:

1. Make an argument that stresses the importance of teaching over general reputation.
2. Establish in publications that diversity does exist in the student body, beyond the obvious similarities in religious preference.
3. Emphasize the advantages of the liberal arts curriculum combined with strong professional schools.

4. Analysis of the Application and Matriculation Decisions

In Table 3 the results of a discriminant analysis of the qualified inquiry subgroups are presented. Using ratings of both Boston College and the college named as the alternate (either the school they plan to attend or their second choice if attending

Boston College), two functions are identified. Function One distinguishes qualified applicants from nonapplicants. Function Two distinguishes matriculants from nonmatriculants. In other words, the first function identifies those factors that best predict who will apply and the second, who will matriculate after applying.

Insert Table 3 about here.

It is important to note that the list of factors predicting application and the list of factors predicting matriculation are quite different. This indicates that Boston College needs a differentiated marketing plan: one for attracting applicants and another for encouraging accepted applicants to matriculate. Comparing the two functions, for example, notice that Net Cost (both at Boston College and at the alternate college) are of primary importance in the final college choice decision. Yet, other factors, many of which are not related to financial concerns, have greater weight in the application decision.

6. Major competitors for qualified nonapplicants

In Table 4, the top 15 colleges to which Boston College nonapplicants did apply are listed. In somewhat different order, most of these colleges are the same that appear on the list of overlap competitors compiled for qualified applicants. In fact only SUNY-Albany, Princeton University, and SUNY-Binghamton are not in the qualified applicants' top 15, but all except SUNY-Binghamton are in the top 20.

Insert Table 4 about here.

The similarity here is further evidence of the potential for attracting applicants from these qualified inquiries. The differences reflect the finding discussed in part 3 above that suggest that there is room for improvement in the Northeast outside of New England.

7. Estimates of application and matriculation probabilities

In figure 2, a segmentation diagram is computed that seeks to optimize application yields among qualified inquiries using the seven variable listed in Table 1. Fifteen segments (A-O) are identified ranging from an application rate of 0% to 100%.

Insert Figure 2 about here.

Since the variables used in this analysis were chosen from information now available on the Admission Bulletin Reply card (see Figure 1), this diagram forms the basis for a differentiated marketing strategy that focuses on inquiries who were graduated in the top 10% of their high school class and who scored 1000 or higher on their combined SATs (verbal + math). To better illustrate the responsiveness of these 15 segments, Table 5 was constructed from the statistics in Figure 1.

Insert Table 5 about here.

The most striking aspect of this analysis is that Geography interacts in a number of different ways with the other variables. Because of this,

it may make sense to formulate a marketing policy to attract inquiries with a different communications mix for each segment (some may be collapsed into larger segments to reduce the number of segments and increase the number of each).

Using these 15 segments, a matrix of transition probabilities was computed to assess the probability that nonapplicants would matriculate if they could be encouraged to apply. See Table 6.

Insert Table 6 about here.

Table 6 demonstrates that there is not a significant relationship (r=.08) between the probability of applying after inquiring and the probability of matriculating after applying. For example in segment B the probability of applying after inquiring is low (.08), yet the probability of matriculating after applying is high (.61). The net effect of this is that the conditional probability of matriculating after inquiring is .05 (.08 x .61). The final yield is 38 students in the freshman class, which is 4% of qualified freshmen.

It would appear that there is significant potential identified in this analysis. For example, segment D is a large segment (n=2,882 qualified inquiries), which presently yields a low proportion of applicants (.06). Yet once they apply, the matriculant yield is high (.54), so that now 10% of qualified freshmen come from this segment. There is a good possibility that if more in segment D were encouraged to apply that the matriculation rate would decline to some extent but that the number of qualified freshman could be increased significantly.

8. Evaluating the effectiveness of policy changes.

A critical aspect of this research program will be to monitor the yields on identified segments next year and in the years to follow. Especially important will be the estimation of the impact of policy changes on both application rates and matriculation rates.

Implications

In illustrating an eight-part research program that assesses market potential in the inquiry pool at Boston College, we have identified evidence--some weak, some strong--the bulk of which indicates significant potential for being able to attract and enroll more, qualified freshmen.

This study would lead to the conclusion that a differentiated marketing strategy is an appropriate choice for Boston College (although an outreach strategy is not excluded, it is likely to be more expensive). Furthermore, this analysis has suggested the direction policy may follow by identifying influencial factors in the application decision, important competitors, and key segments defined by probability of application.

The eight-part program may be employed by any college or university that receives a significant number of inquiries who choose not to apply to assess the market potential in their inquiry pool and to choose the appropriate marketing strategy.

Footnotes

1. For some recent research that has been done on inquiries who don't apply, see Baker and Meganthan (1979) and Lay and Bradley (1981).

2. The choice among these three ideal typical strategies is of course artificial since combinations of strategies are possible.

3. Copies available upon request.

4. Copies available upon request.

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Table 1 Eligible variables for segmentation analysis

Variable Name	Value Labels
Sex	1 = male, 2 = female
Race	1 = White, 2 = Black, 3 = Hispanic, 4 = Asian, 5 = Native American, 6 = other
Geography	1 = Boston area, 2 = rest of Massachusetts, 3 = rest of New England, 4 = rest of Northeast, 5 = rest of United States, and possessions
High School Type	1 = public, 2 = parochial, 3 = private
High School Percentile	1 = 99th, 2 = 95th-98th, 3 = 90th-94th, 4 = 80th-89th, 5 = 50th-79th, 6 = 1st-49th
SATs	1 = 400-799, 2 = 800-899, 3 = 900-999, 4 = 1000-1099, 5 = 1100-1199, 6 = 1200-1299, 7 = 1300-1600
Preferred Program	1 = Arts and Sciences, 2 = Management, 3 = Nursing, 4 = Education, 5 = not offered at Boston College, 6 = undecided

Table 2 Indexes of Dissimilarity among Qualified Inquiries: Nonapplicants vs. Applicants

Variable	Value Label	D[a]
Characteristics of the Prospective Applicant:[b]		
Sex	1 = male, 2 = female	2
Race	1 = White, 2 = Black, 3 = Hispanic, 4 = Asian, 5, Native American, 6 = other	3
Geography	1 = Boston area, 2 = rest of Massachusetts, 3 = rest of New England, 4 = rest of Northeast, 5 = rest of United States and possessions	29
Father's Education	0 = grade school, 1 = some high school, 2 = high school diploma, 3 = business or trade school, 4 = some college, 5 = BA or BS, 6 = some graduate or professional, 7 = graduate or professional degree	13
Mother's Education	(same values as Father's Education)	13
Parents' Income	1 = less than 10,000; 2 = 10,000-19,999,3 = 20,000-29,999 4 = 30,000-39,999; 5 = 40,000-49,999; 6 = 50,000-74,999; 7= 75,000 or more	12
Religion	1 = Protestant, 2 = Catholic, 3 = Jewish, 4 = none, 5 = other	19
Type of High School	1 = public, 2 = parochial, 3 = private	7
Level of Education Planned beyond High School	1 = none 2 = two year program, 3 = bachelor's, 4 = post-graduate degree, 5 = undecided	2
Housing Preference	1 = do not plan to attend, 2 = college dormitory 3 = off-campus, 4 = parents or relatives home, 5 = fraternity or sorority	4
Preferred Program	1 = Arts and Sciences, 2 = Management, 3 = Nursing, 4 = Education, 5 = not offered at Boston College, 6 = undecided	6

(continued)

Information Sources:		
Correspondence with Admissions	Boston College is rated on this source and the ones that follow on a five point scale: 1 = very negative, 5 = very positive, or is given a 9 = did not receive information from this source.	24
Telephone Contact with Admissions		42
Admissions Brochures		7
Admissions Bulletin		21
Financial Aid Publications		31
High School Visit		18
Visit to Campus		48
Other Admissions Activities		32
Parents Preference		32
Students		36
Alumni		37
Faculty		18
Number of inquiries initiated	1 = none, 2 = 1-5, 3 = 6-10, 4 = 11-20, 5 = 21-30, 6 = 31-50, 7 = more than 50	18
Unsolicited mailings received	Same as above.	20

(continued)

Factors in College Choice:		
Change in Perceived Selectivity	1 = more selective, 2 = less selective, 3 = the same	25
Boston Area	1 = poor, 2 = fair, 3 = good, 4 = excellent, 5 = best	23
Jesuit Tradition	1 = detracts considerably, 2 detracts somewhat, 3 = no effect, 4 = improves somewhat, 5 = improves considerably	22
Tuition, Room, Board and Other Expenses	Boston College is rated on this factor and the ones that follow using a 1-5 scale: 1 = very negative, 5 = very positive	11
Reputation of Financial Aid Program		19
Expected Cost after Financial Aid		14
Distance from Home		19
College Faculty		19
Size of School		21
Social Activities		24
Teaching Reputation		23
Quality of Students		18
Attractive Campus		28
Variety of Courses		24
Specific Academic Programs		24
General Reputation		20
Athletics		32
Location		26
Religious Opportunities		26
Housing Opportunities		28
Diversity of Student Body		19
Employment Opportunities after Graduation		20

a $D = 1/2 \sum_{K} |Xi - Yi|$. Where K = categories of X and Y, Xi = category percentages in distribution of X, and Yi = category percentages in distribution of Y.

b Characteristics include background, experience, needs, and preferences.

NOTE. Because of the large sample size, all of the D statistics are significant at the .01 level (based on χ^2).

Table 3. Discriminant Analysis of Three Qualified Inquiry Subgroups

Function One (qualified applicants vs. nonapplicants)

Level	Factors	D
.5	BC Athletics (facilities and programs)	.54
.4		
.3	BC Religious Opportunities	.31
	BC Distance from Home	.30
.2	Alternate's Expected Cost after Financial Aid	.28
	BC Parents' Preference	.22
	BC Attractive Campus	.21
-.2		
-.3		
-.4	Alternate's Tuition/Expenses	-.41
	BC Housing Opportunities	-.42

Group Means

Matriculants 1.29

Nonmatriculants .78

Nonapplicants -.25

Function two (matriculants vs. nonmatriculants)

Level	Factors	D
.4	BC Expected Cost After Financial Aid	.42
.3	BC Parents' Preference	.36
	BC Housing Opportunities	.33
.2	BC Social Activities	.24
-.2	Alternate's Faculty	-.29
-.3	Alternate's Teaching Reputation	-.30
	Alternate's Housing Opportunities	-.33
	Alternate's Parents' Preference	-.34
	Alternate's Location	-.38
-.4	Alternate's Expected Cost after Financial Aid	-.40

Matriculants 1.54

Nonapplicants .10

Nonmatriculants -.43

Table 4. The Colleges to Which Boston College's Qualified Nonapplicants Submitted Applications

College	Estimated Number of Applications
Tufts University	1560
Boston University	1560
Georgetown University	1560
Cornell University	1500
Brown University	1380
University of Pennsylvania	1260
Harvard-Radcliffe University	1260
Dartmouth University	1200
Yale University	1080
University of Connecticut	1020
Holy Cross College	1020
Suny Albany	900
University of Massachusetts--Amherst	780
Princeton University	780
Suny--Binghamton	720

Table 5. Responsiveness of Segments Identified in Figure 2

Segment	n	Characteristics	Qualified Applicant Yield (Y)
		Highly Responsive (Y > .25)	
I	221	Massachusetts resident, parochial or private high school, and major in Arts in Sciences, Management, or Nursing	1.00
M	567	Massachusetts resident, public high school, and SATs from 1200 to 1299	.47
O	358	Massachusetts resident, public high school, SATs less than 1200, and in top 5% in high school class	.33
G	1,196	Resident of New England except MA, in top 5% in high school class, and public or parochial high school	.30
L	912	Massachusetts resident, public high school, and SATs greater than 1300	.28
J	81	Massachusetts resident, parochial or private high school, and undecided on major	.26
		Moderately Responsive (.10<Y<:25)	
A	1,067	Resident outside MA, 90 to 95th percentile in high school class, parochial or private high school, and SATs greater than 1200	.16
C	362	Resident outside MA, 90 to 95th percentile in high school class, public high school, and prefers education or nursing major, or is undecided.	.17
N	501	Massachusetts resident, public high school, SATs less than 1200, 90 to 95th percentile in high school class	.16
F	3,589	Top 5% in high school class, resident of NY, NJ or PA	.15

(continued)

Segment	n	Characteristics	Qualified Applicant Yield (Y)
		Mildly Responsive (Y<.10)	
H	394	Resident of New England except MA, top 5% in high school class, and private high school	.09
B	777	Resident outside MA, 90 to 95th percentile in high school class, public or parochial high school, and SATs less than 1200	.07
E	1,605	Resident outside the Northeast, and top 5% in high school class	.07
D	2,859	Resident outside MA, 90 to 95th percentile in high school class, public high school, and prefers Arts and Sciences, Management, or major not offered	.06
K	60	Massachusetts resident, parochial or private high school, prefers major not offered	.00

Table 6 College choice transition probabilities for segments of qualified inquiries

Segment[a]	Estimated n	Probability of transition from: Inquiry to Applicant	Applicant to Matriculant	Inquiry to Matriculants	Number of Freshmen	Percentage Contribution
I	300	.80	.37	.29	88	9
M	592	.49	.45	.22	131	13
O	426	.30	.42	.12	52	5
G	1,280	.30	.42	.13	159	15
L	983	.27	.30	.08	79	8
J	82	.27	.32	.09	7	1
A	1,079	.17	.45	.08	81	8
C	364	.18	.49	.09	31	3
N	568	.15	.50	.08	44	4
F	3,741	.15	.32	.05	178	17
H	456	.08	.33	.03	12	1
B	783	.08	.61	.05	38	4
E	1,547	.07	.37	.03	39	4
D	2,882	.06	.54	.03	98	10
K	60	.00	.00	.00	0	0
					1037	100%

Note Only qualified inquiries are included (top 10% in high school class and SATS ≥ 1000). Numbers differ slightly from Table 4 because observations with missing values were excluded in that analysis. These estimates are based on more complete information

[a]Ordered as in Table 4.

BULLETIN REPLY CARD

To receive a copy of the more comprehensive Admissions Bulletin, please fill out this card.
IMPORTANT: PLEASE PRINT CLEARLY.

NAME: (Last)_____ (First)_____ (MI)_____

STREET:_____

CITY:_____ STATE_____ ZIP_____

COLLEGE ENTRANCE DATE: September, 19___ or January, 19___

TENTATIVE MAJOR: ☐☐
(Please refer to the back of the Preliminary Application for the Major Code Number.)

SCHOOL PRESENTLY ATTENDING:_____

SCHOOL ADDRESS:_____

CLASS RANK: (Please circle one)

Top 5% Top 10% Top 15% Top 20% Top 25% Other_____

SAT SCORES (Highest): Verbal_____ Math_____

GRADE POINT AVERAGE (Transfer Students Only):_____

CHECK ONE (Optional)

1.__Black-Non Hispanic 2.__American Indian/Alaskan Native 3.__White-Non Hispanic
4.__Asian/Pacific Islander 5.__Hispanic 6.__Other(Specify)
_____

Figure 1

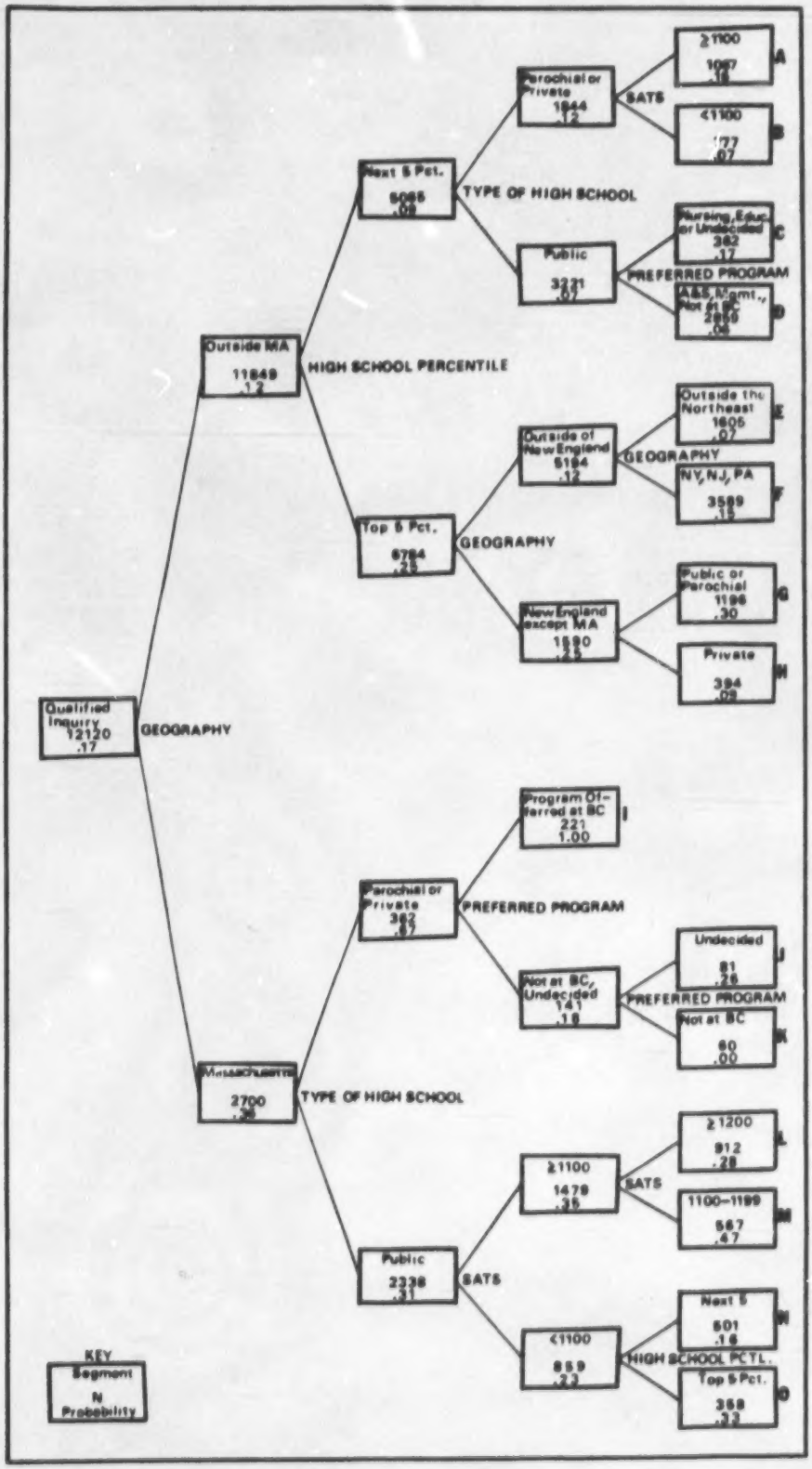

Figure 2. Segmentation of Qualified Inquiries according to Application Yields.